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ABSTRACT

The basic premise behind the Dine Teacher Corps Project is that teacher pre-service and consequent inservice education and training is held to be a crucial factor in upgrading the quality of education received by American Indian students, particularly in a reservation setting. Although the Dine Teacher Corps Project includes three phases, only Phase I--Planning has its management system developed thus far. The management system is organized into six categories: (1) planning, to provide management control of the analytic and decision making activities conducted by the appropriate staff, to identify needs, problems, objectives, and program direction, and to analyze the decision making essential to the conduct of other processes; (2) programming, to develop the specific program plans as identified in category 1; (3) budgeting, to develop the resource costs of each program plan and maintain fiscal information essential to the conduct of each program; (4) forming a community council, elected to insure the operation of parity decision making; (5) documenting and evaluating progress, by systematic collection of evidence to authenticate facts, to substantiate claims and opinions, and to support inferences drawn from the evidence; and (6) developing a chain of command or ladder of communications, to illustrate level, roles, and linkages of the Dine Teacher Corps Program '78. (NEC)

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TEACHER CORPS PROJECT MANAGEMENT AND DOCUMENTATION SYSTEM NORTHERN ARIZONA UNIVERSITY

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A MANAGEMENT AND
DOCUMENTATION SYSTEM
FOR THE DINÉ TEACHER
CORPS PROGRAM '78

December, 1978

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RAYMOND JOHNSON



PREFACE

INTRODUCTION

Before proceeding to the task at hand, that of describing the Dine' Teacher Corps Management and Documentation System which is in operation at Northern Arizona University, it may be advantageous to take a brief look back at the earlier history of American Indian affairs with a particular focus upon education and the Navajo Indian. This will, I feel, allow the reader to better understand the presently existing influences on the 20th Century American Indian which remain residual from an earlier time.

Indian Education is as old as Indian life. This means more than one thousand nine hundred and seventy nine years old. Education for the Indian has always been the supreme overriding social imperative.

The Seventeenth Century

The first European settlers came to the American southwest, the traditional home of the Navajo, in the seventeenth century. They were from Spain and they brought priests with them who established the first schools -- mission schools -- for the Navajo. Their holy purpose, as they saw it, was to civilize the savages through Christian education, and some thought this could be brought about through the eradication of the Navajo culture.

The Navajos successfully rebelled against the Spanish intruders, but the inevitable penetration of the white man's customs and culture had begun, and it was only a matter of time before the Navajos would be engulfed by the white invasion.

The Nineteenth Century

After nearly 200 years of conflict between whites and the Navajos in the southwest, in 1868, an historic treaty was concluded between the Navajo Nation and the United States Government. In return for many promises made by the government, the Navajos agreed to end their attacks on white settlements and to settle peacefully on a reservation that encompassed much of their traditional tribal lands. One of the provisions of the treaty, which was standard in most Indian agreements of the day, had to do with education. Article VI of the treaty reads as follows:

In order to insure the civilization of the Indians entering into this treaty, the necessity of education is admitted, especially

of such of them as may be settled on said agricultural parts of this reservation, and they therefore pledge themselves to compel their children, male and female, between the ages of six and sixteen years to attend school; and it is hereby made the duty of the agent for said Indians to see that this stipulation is strictly complied with; and the United States agrees that, for every thirty children between said ages who can be induced or compelled to attend school, a house shall be provided, and a teacher competent to teach the elementary branches of our English Education shall be furnished, who will reside among said Indians, and faithfully discharge his or her duties as a teacher.

This Article which "was contained to illustrate the Great White Father's profound desire to provide for his ignorant red wards an opportunity to develop and progress" was never really lived up to by the United States Government, and it became a major source of discord between the Navajos and the government.

"Civilization" is the key concept in Article VI and the Indian peace policy fostered by President Grant and his successors. By "civilization" is meant here the extermination of Indian culture and the assimilation of the Indian into the now dominant white culture.

In 1887 Congress passed the Compulsory Indian Education law and "thereafter the Navajo educational system developed the aspects of a penal system". It was thought that if the young Indian child was completely separated from his parents, and his culture, and indoctrinated into the white man's ways, he could then be absorbed into the mainstream of white society. In order to facilitate this policy the government established boarding schools away from the reservation and its influences where very young children were sent to be educated.

In 1882 a boarding school managed by missionaries was established at Fort Defiance in New Mexico. In 1890 another school was set up at Grand Junction, Colorado. These two schools were meant to serve the needs of all the Indians of the southwest. (At that time, however, it was not uncommon for a Navajo child to be sent as far away as California or Pennsylvania to be educated.)

Navajo children were often forced to attend these schools without parental consent. In some cases, Navajo parents who refused to send their children to boarding schools were arrested. (It would seem that Navajos were somehow considered exempt from the protection of the Constitutional right to due process.)

The Twentieth Century

When they were at the peak of their popularity at the close of the nineteenth century, as many as 27 boarding schools were opened in one year (1885). In spite of mounting criticism against boarding schools (much of it coming from Navajos) at this time, they continued to be the dominant mode of Indian education until the 1930's.

These schools were infamous for their treatment of those they were supposedly designed to educate. Children were forbidden to speak their own language and a kind of military discipline prevailed. Ankle chains and solitary confinement were not uncommon forms of punishment. Children were housed in overcrowded barracks-like dormitories and made to engage in manual labor for the support of the school.

Commissioner Francis E. Leupp (1904-1909) was the first government official to openly attack the boarding schools, calling them "educational almshouses".

The Meriam Report...the 20's

In 1926 a national study of Indian affairs was commissioned to analyze federal Indian policies and to recommend possible changes. Lewis Meriam and a group of associates at the University of Chicago were assigned the task of making a comprehensive survey of the social and economic conditions of the American Indian.

The Meriam Report, as it was labeled after publication in 1928, is considered to be the most significant social research attempt ever conducted in the field of Indian affairs. Three of the most serious deficiencies which the Meriam Report highlighted were:

- * Indians were excluded from management of their own affairs
- * Indians were receiving poor quality services, especially health and education, from public officials who were supposed to be serving their needs.
- * It exposed the outmoded teaching methods, primitive housing facilities for the students and staff cruelties toward the Indians.¹

Indian Education: A National Tragedy...A National Challenge...the 60's

It is worthy of note that a Senate Subcommittee headed by Robert F. Kennedy, Senator from New York, studying the education of Indian children more than forty years later, was to stress the same findings:

The dominant policy of the Federal Government towards the American Indian has been one of coercive assimilation. This has had disastrous effects on the education of Indian children. It has resulted in:

- A. The classroom and the school becoming a kind of battleground where the Indian child attempts to protect his integrity and identify as an individual by defeating the purposes of the school.

¹Lewis Meriam, "The Problem of Indian Administration" in Indian Education: A National Tragedy, op. cit., p. 153.

- B. Schools which fail to understand or adapt to, and in fact often denigrate, cultural differences.
- C. Schools which blame their own failures on the Indian student and reinforce his defensiveness.
- D. Schools which fail to recognize the importance and validity of the Indian Community. The community and child retaliate by treating the school as an alien institution.
- E. A dismal record of absenteeism, dropouts, negative self-image, low achievement, and, ultimately, academic failure for many Indian children.
- F. A perpetuation of the cycle of poverty which undermines the success of all other Federal programs.

The coercive assimilation policy has two primary historical roots:

- A. A continuous desire to exploit, and expropriate, Indian land and physical resources.
- B. A self-righteous intolerance of tribal communities and cultural differences.

The report concluded that the most fundamental need in Indian education is a change in point of view. In order to do that, the report stated that it would be necessary to raise the quality of teachers and other employees in the schools.²

The Dine Teacher Corps Program '78

Teacher pre-service and consequent inservice education and training is today (1979), held to be a crucial factor in upgrading the quality of education received by American Indian students, particularly in a reservation setting. The aforementioned premise provided the basic impetus for the grant generated by the Educational Research and Development Center at Northern Arizona University through the United States Office of Education: the project will provide a cooperative program between Northern Arizona University Dine Teacher Corps (Dine TCP) and two Bureau of Indian Affairs (BIA) schools: Kaibeto and Leupp Boarding Schools, located on the Navajo Nation.

The Navajo Nation (population, 150,000) occupies 25,000 square miles of land (approximately the size of West Virginia) straddling three states (Arizona, New Mexico and Utah) in the southwestern United States.

The Navajos comprise "the largest, wealthiest, most energetic tribe in America....

²U.S. Congress, Senate Committee on Labor and Public Welfare, Indian Education: A National Tragedy...A National Challenge, Hearings before the Special Subcommittee on Indian Education, 91st Congress, 2nd Session, Report No. 91-501, November 3, 1969, pp. 10-17.

"The progress of the Navajos is nothing less than phenomenal. They have repeatedly demonstrated that they are able learners and adaptors. They display extraordinary perspicacity, remarkable physical stamina and superior intellect. The symphonic functioning of their inherent aggressiveness, determination, and self-faith has made it possible for them to advance against overwhelming odds, far beyond the progress attained by other Indian tribes."

This glowing tribute, written by John Upton Terrell in his book The Navajo, does not overstate the case. The achievements of the Navajo people throughout their long history have been many and outstanding.

Kaibeto Boarding School is located on the Navajo Reservation in the northwest section of Arizona, approximately 165 miles from NAU. The school has an enrollment of 520 students ranging in grades Kindergarten through 8th grade. Faculty consists of 127 professional and paraprofessional employees. Children attending this school come from four chapter communities: Red Lake, LeChee, Kaibeto and Coppermine.

Principal: Felipe Tagaban

Leupp Boarding School is located on the Navajo Reservation 45 miles from NAU. The school has an enrollment of 411 students ranging in grades Kindergarten through 8th grade. Faculty consists of 121 professional and paraprofessional employees. Children attending this school come from three chapter communities: Leupp, Bird Springs and Tolani Lake.

Principal: John Jewell

Collaborative Efforts

Throughout its history, Teacher Corps has adhered to the belief that collaboration is an essential characteristic of effective education. When we talk about collaboration, we mean working together. Collaboration is sharing and cooperating. It is a partnership among the school, community and university. Collaboration enhances professional growth of educational opportunities, and improves school climates for children in low-income areas. A key element in this concept of collaboration has been the community. Along with the school and university, the community in which a project works has been viewed by Teacher Corps as an integral part of the successful development of each project.

The Dine' Teacher Corps Project is a concerned effort to learn about Federal, State and local collaborations for change. The single overall objective of the project is to:

DEMONSTRATE THE EFFECTIVENESS OF AN INTERDISCIPLINARY APPROACH TO THE DEVELOPMENT AND IMPLEMENTATION OF A BILINGUAL/MULTICULTURAL TRAINING AND INSERVICE TRAINING PROGRAM FOR EDUCATORS WHO WILL BE COGNIZANT OF AND RESPONSIVE TO THE UNIQUE EDUCATIONAL NEEDS OF THE INDIAN CHILD.

September 10, 1978 - The State of Arizona Board of Regents Approve the
Masters of Arts Degree Program in Bilingual/Multicultural Education
at Northern Arizona University, College of Education

The Masters of Arts in Bilingual/Multicultural Education was developed to train teachers of Native American or Spanish speaking children.

The program is:

- Multidisciplinary - the courses were developed and are taught by professors from seven different departments.
- Focused on the Southwest - program participants are trained to teach children of Arizona who have a primary language other than English.
- Specially Developed - all courses except two were developed for this program.
- Controlled - the content of all courses and course requirements are controlled by the Bilingual/Multicultural Committee composed of professors.

Entry requirements are the same as all Master of Arts programs in Education:

an undergraduate Grade Point Average of at least 3.0 (B) or

a Graduate Record Examination score of the 25th percentile or better or

a recommendation from a special entry committee and
a certifiable teaching field

Graduate requirements are:

successful completion of thirty-six hours of course work including six hours of field work or the equivalent in a culture other than the student's own culture and

proficiency in two languages, one of which is English

The B.M.E. Masters may be offered in three ways:

a regular semester on-campus

a summer program

an off-campus program

Since all graduates must take every course in the program, courses

will be offered as a part of a program only. However, students who are not in the program may take individual courses of interest.

LIST OF COURSES

Foundations in Bilingual/Multicultural Education
Bilingual/Multicultural Teaching Methods
Methodology in English as a Second Language
Bilingual/Multicultural Curriculum Development and Materials Preparation
Testing and Evaluation of Minorities of the Southwest
Child and Adolescent Development among Southwest Minorities
Psycholinguistics
Southwest Cultures
Early Southwest Indian and Spanish Speaking Arts, Literature, Ideas
and Values
Contemporary Southwest Indian and Spanish Speaking Arts, Literature,
Ideas and Values
Field Work Experience

For further information, call or write to:

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INTRODUCTION

Management of the Dine' Teacher Corps Project (Dine' TCP) is basically the responsibility of the Teacher Corps Staff, which includes the director, the documentor/evaluator, the inservice coordinator, and the program developer. Management responsibilities were agreed upon by the staff, and major and supportive roles were assigned for each task. Although the Dine' TCP includes three phases, this document deals directly with Phase I - Planning. Phases II and III are in the preliminary stages and are available in rough draft form. The management system is organized according to the following categories:

Part I: Planning

This is the procedure for providing the management control aspect of the project through the analytic and decision making activities conducted by the appropriate staff. Other planning activities consist of identification of needs, problems, objectives for the project, program direction, and the analysis and decision making essential to the conduct of other processes.

Part II: Programming

This is the procedure for developing the specific program plans as identified in the planning process.

Part III: Budgeting

This is the procedure for developing the resource costs of each program plan, compilation of the project program budget, and maintaining of fiscal information essential to the conduct of each program.

Part IV: Community Council

This is the body elected to insure the operation of parity decision making.

Part V: Documentation and Evaluation of the Progress

This is the procedure for the systematic collection of evidence to authenticate facts, to substantiate claims and opinions, and to support inferences drawn from the evidence.

Part VI: Chain of Command; Ladder of Communication

This is the illustration of levels, roles, and linkages of the Dine' Teacher Corps Program '78.

This document is being published so that other projects may share in the management system developed by the management team of the Dine Teacher Corps Project. The Project staff realizes that the management plan presented here will change as new problems emerge and as the Project moves into Phases II and III. The management plan will be used to achieve Project goals and to accomplish efficient and productive program development.

Dine Teacher Corps Staff

Program Director: Roger Wilson

Documentor/Evaluator: Dennis Salas

Inservice Coordinator: Mary Ann Smith

Program Developer: Martha Shideler

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JASON CHIEE

Part I - Planning

Management of the Dine Teacher Corps staff responsibility is presented in two forms:

1. The management charts indicate the person having major responsibility for directing specific project tasks, the frequency of reporting and the type of form. Major responsibilities are indicated by an asterisk (*) and minor responsibilities are indicated by a plus sign (+).
2. The major milestone timetable indicates the person(s) and/or resource directing the activities and the timeline showing specific definable accomplishments recognizable at a particular point in time.



DINÉ TEACHER CORPS STAFF RESPONSIBILITIES

TABLE 1

PROJECT TASKS	Responsible						Frequency						TYPE OF FORM
	Role	Person					Weekly	Monthly	Quarterly	As Needed	Beginning Date	Ending Date	
* Indicates Primary Responsibility + Indicates Involvement	Director	Inservice	Coordinator	Program	Developer	Documentor/ Evaluator	Team Leader						
Recruit, select, and employ Dine Teacher Corps Project staff	*									X	July 1978	Sept 1978	NAU Personnel forms
2 Establish a Policy Board and hold monthly meetings	*					+		X			July 1978	July 1979	Correspondence Meeting Minutes
Establish a Community Council and conduct administrative functions through monthly meetings	*	+	+	+	+	+		X			July 1978	July 1979	Correspondence Meeting Minutes
Provide orientation programs in the community, LEA schools and IHE relating to the Dine Teacher Corps Project	+	*	+	+	+	+				X	July 1978	Dec 1978	Brochures, Correspondence, Workshop documentation & evaluation, on-site documentation
Conduct comprehensive needs assessments	+	+	*	+	+	+				X	July 1978	Dec 1978	Computer program data forms Instruments



DİNE TEACHER CORPS STAFF RESPONSIBILITIES

PROJECT	TASKS	Responsible						Frequency						TYPE OF FORM
		Role	Person					Weekly	Monthly	Quarterly	As Needed	Beginning Date	Ending Date	
	* Indicates Primary Responsibility + Indicates Involvement	Director	Inservice Coordinator	Program Developer/Documentor/Evaluator			Team Leader							
	Establish a Management Information System	+	+	+	*		+				X	July 1978	Dec 1978	Published Document
	Recruit and select four teacher interns and eight volunteer interns	*			+						X	Jan 1979	May 1979	Brochure, Correspondence, News release Radio & T.V. script
	Conduct an intern orientation program	*	+	+	+		+				X	May 1979	June 1979	Correspondence Program design
	Plan and participate in National Training Conference	+	*	+	+		+				X	July 1978	Dec 1978	Documentation Report Forms
	Develop initial pre-service and inservice training programs	+	*	+	+		+				X	Nov 1978	June 1979	Correspondence, Program & Workshop design



DINÉ TEACHER CORPS STAFF RESPONSIBILITIES

PROJECT TASKS	Responsible						Frequency						TYPE OF FORM
	Role	Person					Weekly	Monthly	Quarterly	As Needed	Beginning Date	Ending Date	
* Indicates Primary Responsibility + Indicates Involvement	Director	Inservice	Coordinator	Program	Developer/Documentor/Evaluator	Team Leader							
Revise the Diné Teacher Corps Project objectives and obtain approval of the Policy Board	*	+	+	+	+	+		X			Jan 1979	May 1979	Project form(s)
Establish a management and documentation system	+	+	+	+	*					X	Jan 1979	Apr 1979	Published Document
Contract for External Evaluator	*				+					X	July 1978	Oct 1978	Evaluation Bid Evaluation Proposal
Monitor and report progress	+	+	+	*	+	+			X		Dec 1978	July 1979	Quarterly Plan Project Documentation Form
Develop and implement a publicity and communications program	+	+	+	*	+	+			X		Sept 1978	Apr 1979	Brochure News Release(s) Newsletter, etc.



DINE TEACHER CORPS STAFF RESPONSIBILITIES

PROJECT TASKS	Responsible						Frequency						TYPE OF FORM
	Role	Person					Weekly	Monthly	Quarterly	As Needed	Beginning Date	Ending Date	
* Indicates Primary Responsibility + Indicates Involvement	Director	Inservice	Coordinator	Program Developer/Documentor/Evaluator	Team Leader								
Management of all Dine Teacher Corps Project budgetary matters	*	+	+	+						X	July 1978	July 1979	NAU Finance & Report Forms
Schedule Dine Teacher Corps Project staff meetings	*						X				July 1978	July 1979	Agenda
Provide management information system: weekly report			*	*	*	*	X				July 1978	July 1979	Project MIS weekly report form
Collaboratively coordinate implementation of all programmatic components	*	+	+	+	+	+				X	July 1978	July 1979	Management and Documentation system
Provide vertical and horizontal inservice articulation between K-8 in LBS and KBS as related to Teacher Corps Project	+	*	+	+	+	+				X	July 1978	July 1979	Management and Documentation system



DINÉ TEACHER CORPS STAFF RESPONSIBILITIES

PROJECT TASKS	Responsible						Frequency						TYPE OF FORM
	Role	Person					Weekly	Monthly	Quarterly	As Needed	Beginning Date	Ending Date	
* Indicates Primary Responsibility * Indicates Involvement	Director	Inservice	Coordinator	Program Developer	Documentor/Evaluator	Team Leader							
9 Provide a report of completion of the programmatic objectives	+	+	*	+				X			Jan 1979	July 1979	Documentation forms
Interpret Diné Teacher Corps Project needs to IHE personnel, negotiate content and organization of learning strategies, assist in designing instructional input, along Bilingual/Multicultural lines	+	+	*	+						X	Jan 1979	July 1979	Correspondence Documentation forms
Interpret National Teacher Corps guidelines and determine appropriateness of all project programmatic elements	*									X	July 1978	July 1979	As appropriate
Planning and organization of conferences, workshops which relate to Bilingual/Multicultural education	+	+	*	+	+					X	July 1978	July 1979	As appropriate
Re-planning the future program activities to more successfully achieve the continued program objectives	+	+	*	+	+					X	Jan 1979	July 1979	As appropriate



**DINÉ TEACHER CORPS
MAJOR MILESTONE TIMETABLE
PHASE I PLANNING FISCAL YEAR 1978-1979**

TABLE 2

ACTIVITY	PERSON(S) RESPONSIBLE (Resources)	1978						1979					
		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Recruit, select and employ Diné Teacher Corps Project staff	NAU Administrative officials, LEA, Community	XXXXXXXXXX											
Establish a Policy Board	LEA, NAU, Community, Dept. of Education	XXXXXXX											
Conduct monthly meetings		XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX											
Elect a Community Council	LEA, NAU, Community	XXXXXXXXXXXXXXXXXX											
Conduct monthly meetings								XXXXXXXXXX	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX				
Orientation Program for LEA, Community and NAU, Department of Education	LEA, NAU, Community, and Project Staff	XXXXXXXXXXXXXXXXXXXXXXXXXXXX											
Conduct Comprehensive Needs Assessment	LEA, Project Staff, Community, Dept. of Education	XXXXXXXXXXXXXXXXXXXXXXXXXXXX											



**DINE TEACHER CORPS
MAJOR MILESTONE TIMETABLE
PHASE I PLANNING FISCAL YEAR 1978-1979**

ACTIVITY	PERSON(S) RESPONSIBLE (Resources)	1978					1979							
		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	
Establish a Management Information System	Project Staff, Consultants, Asst. Direct.	XXXXXXXXXXXXXXXXXXXXXXXXXXXX												
Recruit and select 4 teacher interns and 8 volunteer interns	Project Staff, Policy Board, Community Council	XXXXXXXXXXXXXXXXXXXXXXXXXXXX												
Conduct intern orientation	Project Staff, LEA, Community Dept. of Ed.	XXX												
Plan and participate in National Training Conference	Project Staff, LEA, Community	XXXXXXXXXXXX												
Develop initial pre-service and inservice training programs	LEA, NAU, Proj. Dir., In service Coord. Dept. of Ed.	XXXXXXXXXXXXXXXXXXXXXXXXXXXX												



**DINE TEACHER CORPS
MAJOR MILESTONE TIMETABLE
PHASE I PLANNING FISCAL YEAR 1978-1979**

ACTIVITY	PERSON(S) RESPONSIBLE (Resources)	1978												1979											
		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Revise the Dine Teacher Corps Project objectives and obtain approval of the Policy Board	Project Staff, Policy Board, Community Co., Dept. of Ed.													XXXXXXXXXXXXXXXXXXXXXXXXXXXX											
Establish a management and documentation system	Project Staff													XXXXXXXXXXXXXXXXXXXXXXXXXXXX											
Contract for External Evaluation	Project Dir., Policy Board						XXXXXXX																		
Monitor and report progress	Project Staff, Policy Board, Community Council					XXXX				XXXX										XXXX					XXX
Develop and implement a publicity and communications program	Project Staff, Policy Board, Community Council													XXXXXXXXXXXXXXXXXXXXXXXXXXXX											



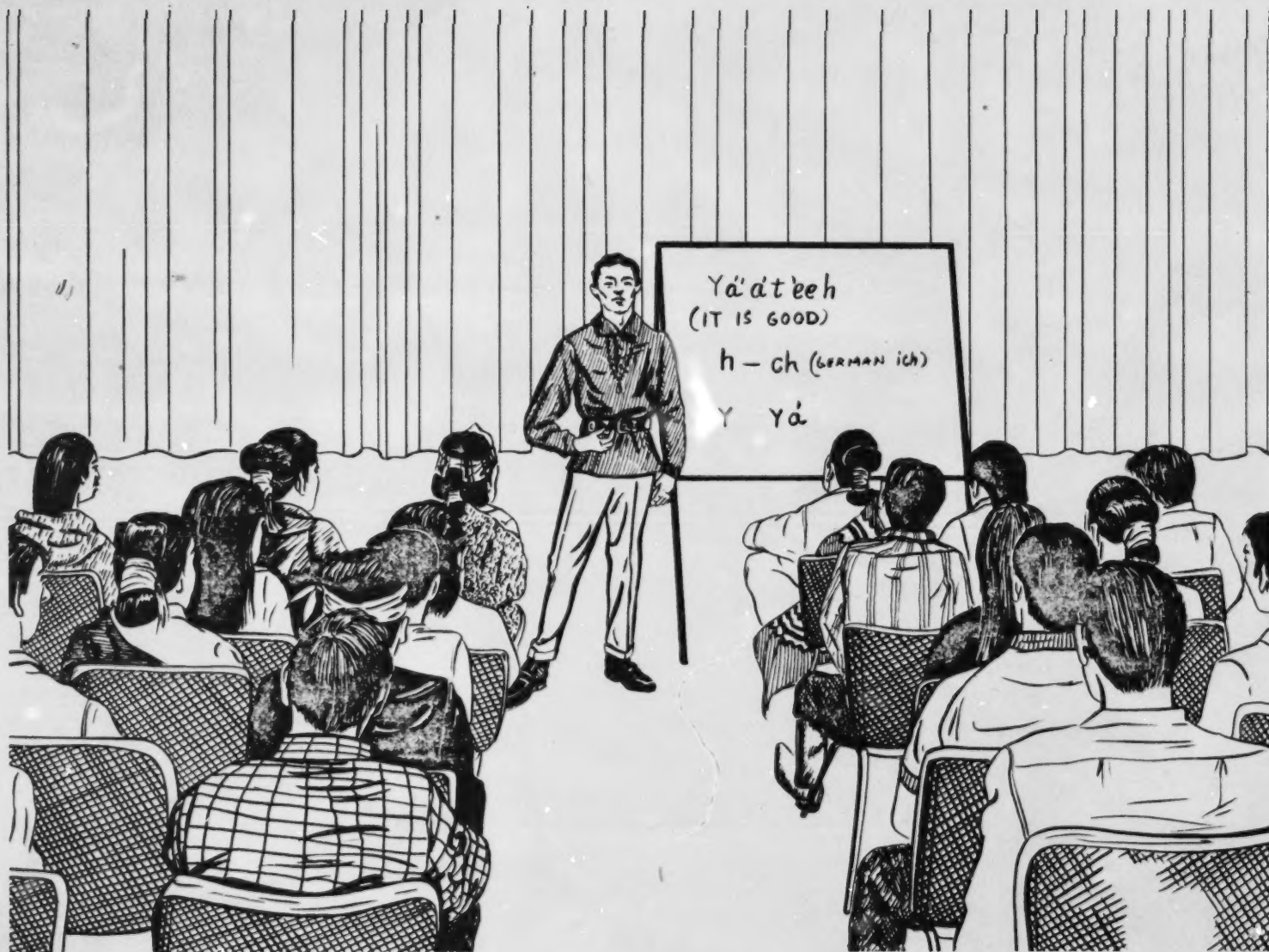
**DINÉ TEACHER CORPS
MAJOR MILESTONE TIMETABLE
PHASE I PLANNING FISCAL YEAR 1978-1979**

ACTIVITY	PERSON(S) RESPONSIBLE (Resources)	1978						1979					
		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Management of all Diné Teacher Corps Project budgetary matters	Project Director											XXXXXXXXXXXXXXXXXXXX	
10 Schedule Diné Teacher Corps Project staff meetings	Project Director												XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Provide management information system: weekly report	Project Staff												XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Collaboratively coordinate implementation of all programmatic components	Project Staff												XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Provide vertical and horizontal inservice articulation between K-8 in LBS and KBS as related to Teacher Corps Project	Project Staff												XXXXX'XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX



**DINÉ TEACHER CORPS
MAJOR MILESTONE TIMETABLE
PHASE I PLANNING FISCAL YEAR 1978-1979**

ACTIVITY	PERSON(S) RESPONSIBLE (Resources)	1978						1979					
		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Provide a report completion of the given programmatic objectives	Project Staff	XX											



JASON CHEE

Part II - Programming Specific Component Plans

Management of the programming component is represented through the use of four forms:

- Internal Evaluation Design
- Internal Evaluation Design Worksheet
- Quarterly Milestone
- Weekly Progress Report

The forms presented here represent a visual display of the process used in the development and recording of specific program plans identified in the planning processes.

Each staff member has access to this information and was involved in the development of the program plans and responsibility assignments. The programming component forms are available both by task and by person responsible in the Dine Teacher Corps office.



DINE TEACHER CORPS
PHASE I PLANNING FISCAL YEAR 1978-1979

INTERNAL EVALUATION DESIGN

TABLE 3

Organization	Programs	Target Group	Procedures	Instruments
Local Educational Agencies	Re-training	Administrators and Experienced Teachers	Pre-test and post test cognitive and affective knowledge and skills course grades-progress reports	Project staff designed pre-tests and post-tests - class records Instructor tests
Kaibeto and Leupp Elementary Boarding Schools 13	Re-training and training	Teacher Interns and Volunteer Interns	Same as above	Same as above
	Bilingual/Multicultural	Students (Kaibeto and Leupp)	Pre-tests and post-tests; teacher and aide observation check-list; class grades-progress reports	Standardized tests - teacher observation - teacher tests - class records
	Impact (change) Project effectiveness	LEA (Kaibeto and Leupp)	Pre-assessment of LEA at beginning of project and post-assessment of LEA at end of project	Project staff assessment instrument progress reports
	Intern experience	Teacher interns Volunteer interns	Pre-test and post-test competency achievement	Teacher tests; criteria referenced competency
Institution of Higher Education	Course development	Undergraduate and graduate programs	Review and analysis of course content	Visual analysis check list of criteria
	Materials development	Undergraduate and graduate students in LEA	Assessment of products and analysis of change	Check list of criteria
	Training and re-training	LEA Staff teachers and teacher aides	Pre-test and post-test course achievement	Instructors tests, observation check list



DINE TEACHER CORPS
PHASE I PLANNING FISCAL YEAR 1978-1979

INTERNAL EVALUATION DESIGN

Organization	Programs	Target Group	Procedures	Instruments
Community 14	Internship	Interns	Pre-test and post-test course grade competency based cri- teria	Instructor tests observation check list criteria competency records
	Impact (change) project effectiveness	IHE and LEAs	Pre-assessment of pro- gram and post assess- ment	Project staff assess- ment forms progress reports
	Resource advisement	Community Resource Persons, Advisory Council	List of persons and resources provided	Check list
	Tutoring	Students	Post-test or assessment of students following tutoring	Project staff developed test, observation check lists
	Community Attitude changes	Community persons	Attitude check list development pre-test and post-test partici- pants	Check list attitude instrument



DINÉ TEACHER CORPS
PHASE I PLANNING FISCAL YEAR 1978-1979
 INTERNAL EVALUATION DESIGN WORKSHEET

EXHIBIT 1

Objective	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument	Baseline Data	Target Group	Scheduled Date	Person Responsible

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DATA ANALYSIS PRESENTATION

Data Analysis Techniques	Evaluators Report Due	DISSEMINATION OF EVALUATION RESULTS FOR OVERALL PROJECT			
		Person Responsible	Method	Schedule	Recipient/Audience



Quarterly Plan For _____ To _____
month/year month/year

EXHIBIT 2

DINÉ TEACHER CORPS PROGRAM

Page _____ of _____

ACTIVITY	month/year /	month/year /	month/year /

16

EXHIBIT 3



DINE TEACHER CORPS PROJECT '78

NORTHERN ARIZONA UNIVERSITY

DOCUMENTATION & EVALUATION

Management Information System: Weekly Report

Time Period Covered:

I. Name and Title:

II. IHE Involvement:

III. LEA Involvement:

IV. Community Involvement:

V. Additional Information:

Total Hours

Roger Wilson
Project Director



JASON CHEE

Part III - Budgeting for the 1978 - 79 Fiscal Year

The budgeting component of the Dine' Management Plan examines the Project expenditures by program. The Project's financial system is a means by which fiscal information is available in a systematic fashion so that the consequences of particular choices can be seen as clearly as possible. Three things are made possible through the use of this system:

1. Information about the operation of program components is displayed so that data is readily available to aid in decision making. Data includes resources being allocated to programs, what is being accomplished by the programs, and the programs' costs.
2. Fiscal data needed to analyze costs of alternative methods of accomplishing program activities is presented. This information makes possible the ranking of alternatives in terms of their relative costs.
3. Fiscal data used to evaluate the benefits of achieving objectives is displayed. This process allows the setting of priorities among objectives.

Program budgeting is more than a method of budgeting by program. Many activities are involved. These activities are carried on within the various components of the program budgeting process. The results are reported in the documentation demanded by the program budgeting process. The two forms presented here represent a visual display of the process used in program budgeting and reporting.

ILLUSTRATION 1

DINE BUDGETING PROGRAM PLAN

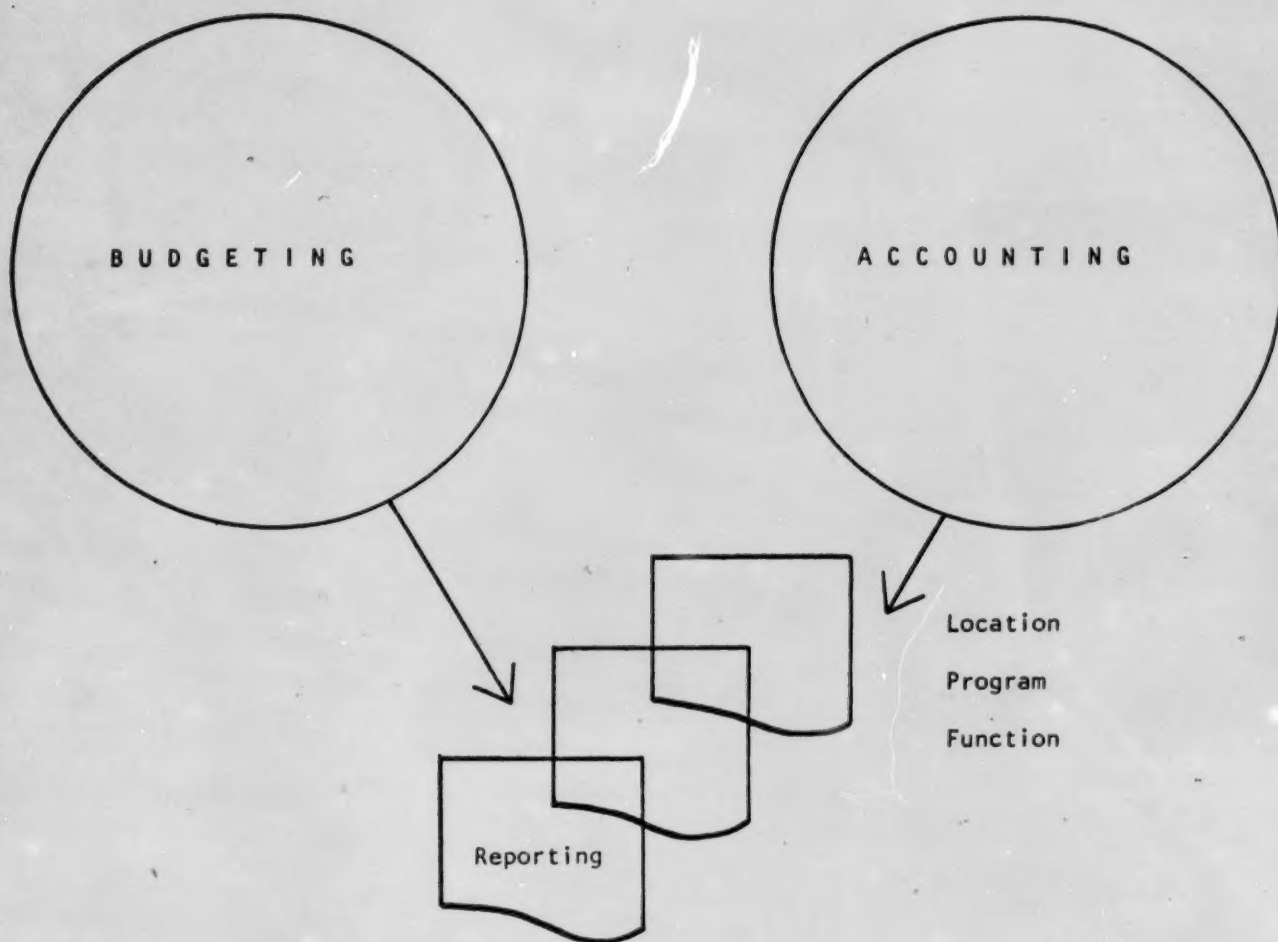


EXHIBIT 4



Diné Teacher Corps Project Funds Request

Date of Request: _____

Name of Person Making Request: _____

Total Amount Requested: _____

Request is for:

_____ IHE

_____ LEA Inservice

_____ Community Council

Statement of need _____

Signature

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JASON CHEE



Part IV - Community Council Management Component

With the initiation of Program '78, Teacher Corps has as one of its goals the institutionalization of parent and community involvement through elected Community Councils. Dr. William Smith, National Director of Teacher Corps, points out the importance of elected Community Councils in relation to parity decision making.

"Parity is viewed by Teacher Corps as the deliberate, collaborative sharing of decision-making among those who render and receive services. Its effect is to increase power equalization and reciprocal involvement. Through the establishment of elected community councils and their participation in project policy-making, it is intended that parents will be given greater opportunity to form a partnership to influence the course of their children's education. The underlying assumption is that parents and other members of the community along with school and college personnel will become more effective collaborators, achieve a degree of consensus as to what schools are for, and develop confidence in the integrity and judgement of the other partners."

The Teacher Corps regulations set minimum requirements for the selection, structure and function of community councils, and are designed to place greater emphasis on local determinations of project goals and outcomes. A look at the new regulations which relate to community councils reveals the following:

First, the regulations concerning selection:

- Community Council members must be chosen by election.
- The election of a council must take place within 90 days after the project is funded.
- An existing temporary council may be used for the first 90 days, providing that it meets the regulations' requirements for election and composition.
- The council must reflect the description made in its application of the boundaries and composition of the schools represented by the project.
- The method for selection of council members specified in the proposal must be followed.

The next set of regulations relate to the structure of the Community Councils:

- Each must include a minimum of seven members.
- The council must be representative of parents of children attending

project schools, and other residents of the areas served by the project goals.

- The length of council members terms of service must be specified.
- Administrative, secretarial and training costs of councils must be included in the budget provided by Teacher Corps for either the institution of higher education or the local education agency.

Finally, there are regulations that relate to community council function:

- Each council will have a chairperson.
- The council chairperson will participate in project policy-making.
- Each local community council will participate with the university and school district in planning, implementing, and evaluating the project.

Objectives Percieved as Realistic Prior to Initiating the Program

- * To develop and implement a program for assisting parents of children in the Leupp/Kaibeto Boarding Schools to become more involved in the operation of the school.
- * To enable the parents of the Leupp/Kaibeto Boarding Schools to develop and maintain improved inter-personal relationships with their children.
- * To assist the children of Leupp/Kaibeto Boarding Schools to recognize their parents as persons concerned and involved with their educational process.
- * To evaluate and report progress and results of the community program in terms of their impact upon school operations and community attitudes toward school.
- * To widen the range and increase the number of community people in the educational process through both adult education classes and special topical issues, programs; for example, bilingual education.
- * To provide an opportunity for both the graduate and undergraduate Teacher Corps Interns to receive an exposure outside the classroom; for example, a community orientation and an opportunity to appraise community needs.
- * To act as a catalyst in encouraging interface between Bureau of Indian Affairs, Community, Public Health Services and other Community Service Agencies, Organizations and Groups

The means of achieving the aforementioned objectives will be open-ended and implemented as on-going needs assessments indicate. Examples of tasks to be considered for implementation are presented on the management charts indicating the person(s) having major responsibility for directing the specific task, the frequency of reporting and the type of form(s).



DINE TEACHER CORPS STAFF RESPONSIBILITIES

TABLE 4

PROJECT	TASKS	Responsible						Frequency						TYPE OF FORM
		Role	Person					Weekly	Monthly	Quarterly	As Needed	Beginning Date	Ending Date	
	* Indicates Primary Responsibility + Indicates Involvement	Director	Community Council	Inservice	Coordinator	Program Developer	LCC	Team Leader						
32	Involve local students in intramural activities.										X	Apr	July	Project & LEA intramural activity form(s) as appropriate.
	Identify parents with special abilities and skills; recruit and schedule them to share with teachers and students (eg: arts & crafts, legends, customs)						+	*			X	Jan	July	Correspondence
	Recruit parents to be tutors in classrooms.						+	*	X			Apr	July	Correspondence
	Have interns share knowledge of classroom teaching techniques, with parents as teacher aides.				+			*			X	June	July	Curriculum Design
	Provide open house orientation program for parents; hold parent-teacher conference for parents with children in Leupp/Kaibeto schools				+		+	*		X		Apr	May	Correspondence



DINE TEACHER CORPS STAFF RESPONSIBILITIES

PROJECT TASKS	Responsible						Frequency						TYPE OF FORM
	Role	Person					Weekly	Monthly	Quarterly	As Needed	Beginning Date	Ending Date	
* Indicates Primary Responsibility + Indicates Involvement	Director	Community Council	Inservice	Coordinator	Program Developer	LCC	Team Leader						
24 Recruit parents to be chaperones on field trips.						+	*			X	Apr	May	Correspondence
Work with truancies, suspension cases and excessive absenteeism.		+				*	+			X	Jan	May	LEA Form as appropriate
Teach adults basic English skills.				*	+		+			X	June	July	Curriculum design
Encourage interns to develop expertise and assume role of consultants working with parents, re: childhood development, communication, remedial reading, etc.				+	+		*			X	June	July	Curriculum design
Provide skills necessary to improve work with exceptional children.				*	+		+			X	June	July	Curriculum design



DINÉ TEACHER CORPS STAFF RESPONSIBILITIES

PROJECT TASKS	Responsible						Frequency						TYPE OF FORM
	Role	Person					Weekly	Monthly	Quarterly	As Needed	Beginning Date	Ending Date	
* Indicates Primary Responsibility + Indicates Involvement	Director	Community Council	Inservice	Coordinator	Program Developer	LCC	Team Leader						
52 Encourage participation and coordination of special calendar activities.	+	+	+	+	+	+	*			X	Jan	July	Correspondence
Encourage Leupp/Kaibeto parents to assist in the development of Native American teaching materials.		+	*	+	+	+	+			X	June	July	Correspondence
Negotiate intern activities in classroom, community, etc.	+		+	+	+	+	*			X	June	July	Project intern form, correspondence
Assess progress of community council component on quarterly basis.	*	+	+	+	+	+	+		X		Jan	July	Project quarterly form
Weekly assessment of intern activities.	+	+	+	+	+	+	*	X			May	July	Project intern form



DINÉ TEACHER CORPS STAFF RESPONSIBILITIES

PROJECT	TASKS	Responsible						Frequency						TYPE OF FORM
		Role	Person											
	* Indicates Primary Responsibility + Indicates Involvement	Director	Community Council	Inservice Coordinator	Program Developer	LCC	Team Leader	Weekly	Monthly	Quarterly	As Needed	Beginning Date	Ending Date	
26	Schedule general meetings regarding ongoing planning, implementation, and assessment of community council action.	*	+	+		+	+		X			Jan	July	Correspondence, etc
	Serve as ex-officio member of community council, attend meetings, report to Policy Board.	*	+			+			X			Dec	July	Meeting minutes
	Maintain schedule of interns' community council activities.				+	+	*		X			May	July	Project intern form
	Secure facilities for community council activities.	*	+	+		+	+		X			Dec	July	Correspondence
	Develop file and record information service.	*		+	+	+	+				X	Jan	July	Project MIS forms



DINÉ TEACHER CORPS STAFF RESPONSIBILITIES

PROJECT	TASKS	Responsible						Frequency						TYPE OF FORM
		Role	Person					Weekly	Monthly	Quarterly	As Needed	Beginning Date	Ending Date	
	* Indicates Primary Responsibility + Indicates Involvement	Director	Community Council	Inservice	Coordinator	Program Developer	LCC	Team Leader						
27	Report community council component progress to Policy Board.	*	+				+		X			Dec	July	Meeting minutes
	Create program for disseminating information about community council component to other BIA schools in the Western Navajo Agency.	+	+	+	+	*	+			X		Jan	July	Correspondence
	Serve as liaison representing LEA desires in the community council program.	+	+	+	+	*	+		X			Sept	July	Correspondence
	Maintain weekly schedule of parents' activities.		+	+			+	*	X			Jan	July	Project parent form



JASON CHEE

Part V - Documentation and Evaluation of the Program

There is a well known adage to the effect that "a little knowledge is a dangerous thing". It is a warning that deserves to be heeded, particularly by those of us who wish to promote change. The first to venture out into an unknown territory, or the first to attempt a particular innovation, can make future journeys less dangerous for those who follow, by charting the paths that they have taken. This is the basic purpose that documentation serves. Without the "map" that documentation provides, no innovative project can appropriately be called a demonstration.

Documentation is an essential element of any demonstration project. Documentation requires not only that careful records be kept, but also that these records be analyzed and interpreted. Planning for documentation involves selection from among several options in response to the questions of why, who, what, where, when and how.

The documentation and evaluation component of the Diné Teacher Corps Project Management Plan presents the procedure for the systematic collection of evidence to authenticate facts, substantiate claims and opinions, and to support inferences drawn from the evidence. Much of the material presented here is contained in the Stanford Research International handbook, "A Documentation Handbook for Teacher Corps Program '78 Projects". This section further describes the documentation and evaluation procedure and presents reporting forms used in the Diné Teacher Corps.

Documentation, coupled with evaluation, organizes an information base from which to evaluate program activities and outcomes, thereby suggesting adjustments that should be made in the program. Problem - solving is a major result of documentation and evaluation. The request for evaluation proposals for the Diné Teacher Corps Program '78 sets forth the major components desired by the management staff. The request document follows:

1.0 Introduction

Northern Arizona University, Research and Development Center, hereinafter referred to as the Proponent Agency, is requesting proposals to perform the external evaluation of its Diné Teacher Corps Project (hereinafter referred to as Program '78).

2.0 Purpose of the External Evaluation

To provide formative (progress) and summative information useful for:

A. Management of Program '78

B. Determining the effectiveness of Program '78 in achievement of stated objectives.

3.0 Scope of Responsibility

The successful bidder, hereinafter referred to as the Contractor, will be expected to perform the following responsibilities to the satisfaction of the Proponent Agency within the stated limitations and time specifications.

3.1 Contractor's Responsibilities

3.1.1 The contractor will develop the technical external evaluation design.

3.1.2 The contractor will schedule not less than two (2) on-site visitations of not less than one (1) day each in duration. These two on-site visitations shall be appropriately spaced through the Program period of operation.

3.1.3 The contractor will specify the kind and type of information to be collected and when it is to be collected.

3.1.4 The contractor will process and report the information in two (2) interim and one (1) final report.

3.1.5 The contractor's reports shall include at least the following:

- a. Date(s) of visits
- b. Person(s) interviewed
- c. Assessment of all objectives
- d. Recommendations
- e. Summary of each report

3.1.5(a) The contractor must provide three (3) copies - one original and two Xerox copies of each report.

3.1.6 All contractor's on-site visitations must be arranged through the Program Director with reasonable lead time provided.

3.1.7 The contractor will be required to respond to questions regarding content included in the three reports.

4.0 Program Description

The Dine Teacher Corps Program has one major purpose which is to plan the Program '78 for a five year period in the following areas:

A. The training of four (4) interns through a graduate Master's Degree program and eight (8) interns through their junior and senior year of an undergraduate degree program.

- B. The retraining of the entire staff of teachers, teacher-aides and supervisory personnel in the Leupp and Kaibeto BIA Elementary Boarding Schools. The Leupp school is located 45 miles northeast of Flagstaff and Kaibeto is located 125 miles north of Flagstaff and 25 miles east of Page, Arizona on the Navajo Reservation.
- C. Creating change in the teacher training undergraduate and graduate programs at Northern Arizona University.

The Program planning is to focus on the interdisciplinary and multicultural. The interns and staff will be both Navajo and Anglo. The Program '78 period is July 15, 1978 to July 14, 1979. The Program budget for external evaluation is approximately \$1,500.

5.0 Award and Funding Procedure

The Contract will not be awarded solely on the basis of price. Qualifications of the bidders, quality of the proposal and price will be considered in determining the Contractor. Progress payments will be allowable upon negotiation with the Contractor.

6.0 Time Schedule

- 6.1 All Proposals must be received by October 11, 1978.

Proposals shall be submitted to:

Dr. Sam W. Bliss, Director
Research and Development Center
Campus Box 5774
Northern Arizona University
Flagstaff, Arizona 86011
Telephone (602) 523-4470

- 6.1(a) The contractor will be selected by October 27, 1978.
- 6.2 The commencement of the contract work will be initiated upon the completion of the contract processing.
- 6.3 The time encompassed for the contract will be September 1, 1978 to July 14, 1979.

7.0 Proposal Format

The proposal should contain at least the following sections:

7.1 Methodology (Procedures)

This section should describe the evaluation plan for the Program.

7.2 Schedule of Activities

This section should contain a time schedule of major evaluation activities.

7.3 Personnel

A description of the skills and knowledge of the personnel who will be assuming the major responsibilities should be included.

7.4 Related Experiences

The bidder can provide information about previous projects and related evaluation background and experiences.

7.5 Budget

The detailed budget listing major categories of objects of expenditures shall be provided.

7.6 Proposals

Proposals should not be unnecessarily elaborate in binding, brochures or other presentations beyond that sufficient to provide a complete and effective proposal. Elaborate art work and expensive paper are not necessary.

Documentation

For purposes of documentation, the following definitions apply:

- * An "event" denotes the completion of an activity.
- * An "instrumental event" denotes events that lead to another event.
- * A "milestone event" is a specific definable accomplishment in a project plan, recognizable at a particular point in time, with which a specific, relatively major objective is associated. The terminal event in a functional sequence of instrumental events would be a milestone event.
- * An "episode" is a functional sequence of related activities and instrumental events leading to the milestone event.

Illustration 2 illustrates a simplified episode consisting of instrumental events ending with the election of a Community Council. The A-I letters denote events, or the completion of activities. Connecting arrows denote activities leading to the events. All of the events, including the milestone event and activities, comprise the episode.

Illustration 3 illustrates the cycle of program planning as problem solving. A program plan evolves as a reasonable solution to a recognized problem or need -- as a means to overcome a difficulty or achieve a goal. The plan is tried out to see whether the problem is solved or the goals are realized. Evaluation is the process of judging what was

done and the consequences of what was done so that sensible decisions can be made about what to do next. Documentation provides the evidential base for evaluation.

As suggested by Illustration 3, guidance derived from documentation and evaluation may be directed toward any or all of the other stages in the cycle. The assessment of needs may have been incomplete, or perhaps new needs have been brought to light. The analysis to ascertain the causes of discrepancies between what exists and what is desired may have been inadequate, thereby encouraging inappropriate or unrealistic goals and objectives. The plans for seeking defined goals and objectives may not have been sufficiently comprehensive or practical. The implementation of plans may have fallen short of intent, thereby failing to provide a fair test of the plans.

Another way of illustrating how documentation and evaluation are related to program plans is shown in Illustration 4. A plan represents a purposeful effort to organize and apply resources in the conduct of activities that one believes will solve a problem or achieve some other desired outcome. In this sense, a plan amounts to hypotheses or propositions that can be expressed in "if-then" terms. A plan implies that "if X occurs under conditions $C_1, C_2, \dots, C_n$, then Y will result."

In Illustration 4, the dashed-line sequence expresses a proposition such as the above example. The test of the proposition is to implement the plan and assess the results. The solid-line sequence represents the actual implementation of a plan and the consequences that follow from whatever occurs.

In most cases, actual events will not be identical with intended ones, and obtained outcomes will depart from desired ones. Documentation should provide (1) a description of intended events, desired outcomes and key elements of plans underlying them, and (2) a description of actual events that occurred and outcomes that followed the events. When these descriptions are complemented by analyses of reasons for differences between intended and actual events and between desired and observed outcomes, a basis is developed for improving the quality of future plans.

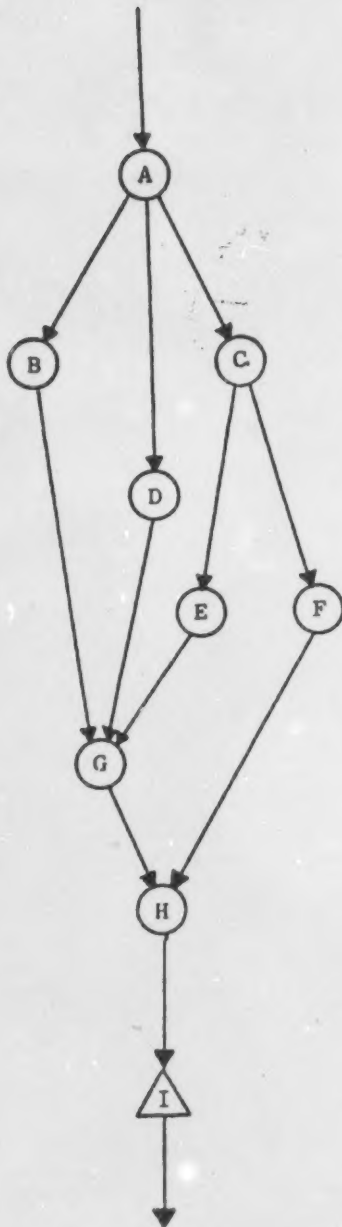
Illustration 4 also helps illustrate certain points that seem self-evident when stated but sometimes are overlooked or ignored in program evaluations:

- * Discrepancies between intended and actual implementation cannot be detected, described, and assessed for their importance unless (1) intentions or plans are described and (2) actual events are observed and described in similar terms or dimensions.
- * Whether or not actual events correspond to intended ones, actual events and obtained consequences provide the observable data from which to construct some understanding of why "X leads (or X does not lead) to Y under conditions $C_1, C_2, \dots, C_n$." Failure to implement a plan as intended does not

mean that useful information cannot be obtained from the experience. It does mean, however, that the plan -- the initial theory or "good idea" -- has not been given a fair test.

Exhibit 5 is an example of the elements of a Documentation Report.

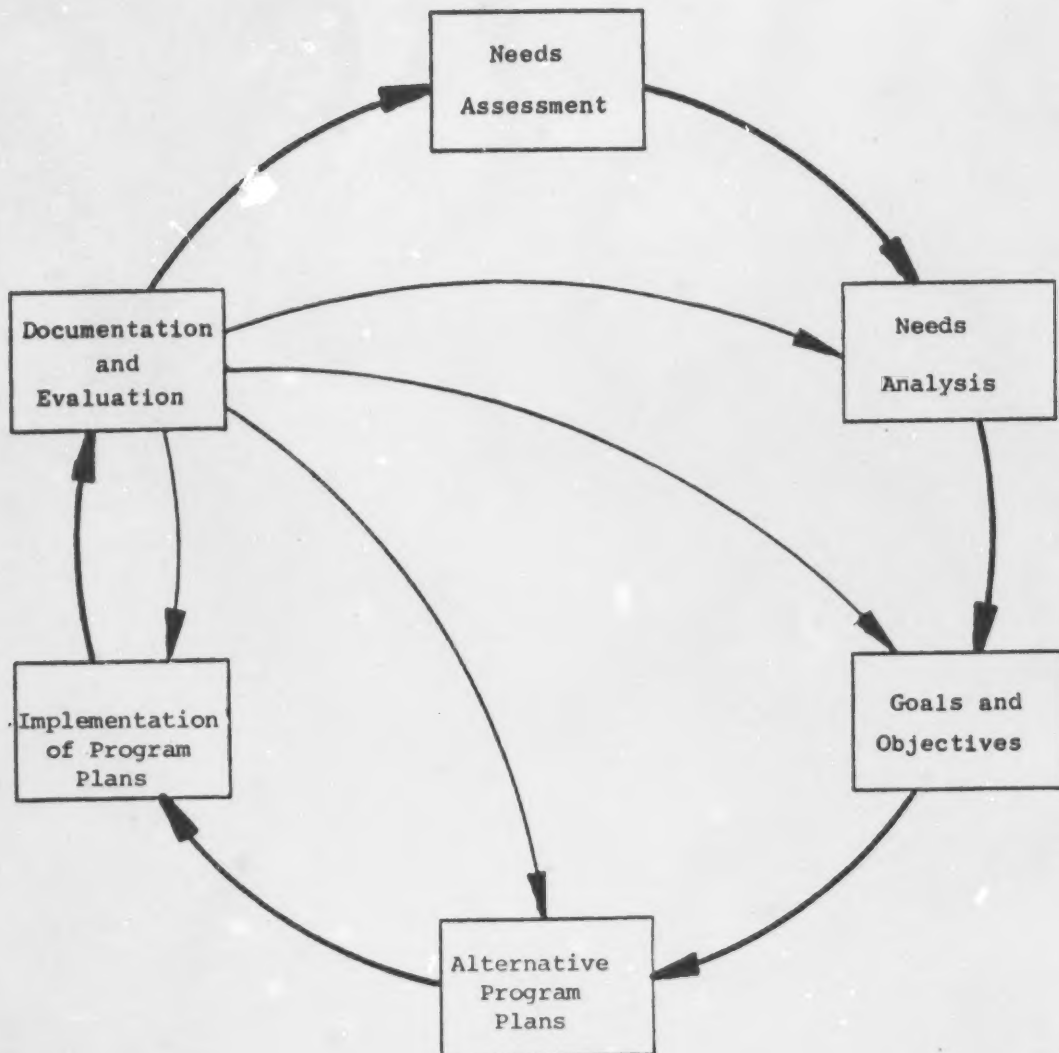
ILLUSTRATION 2



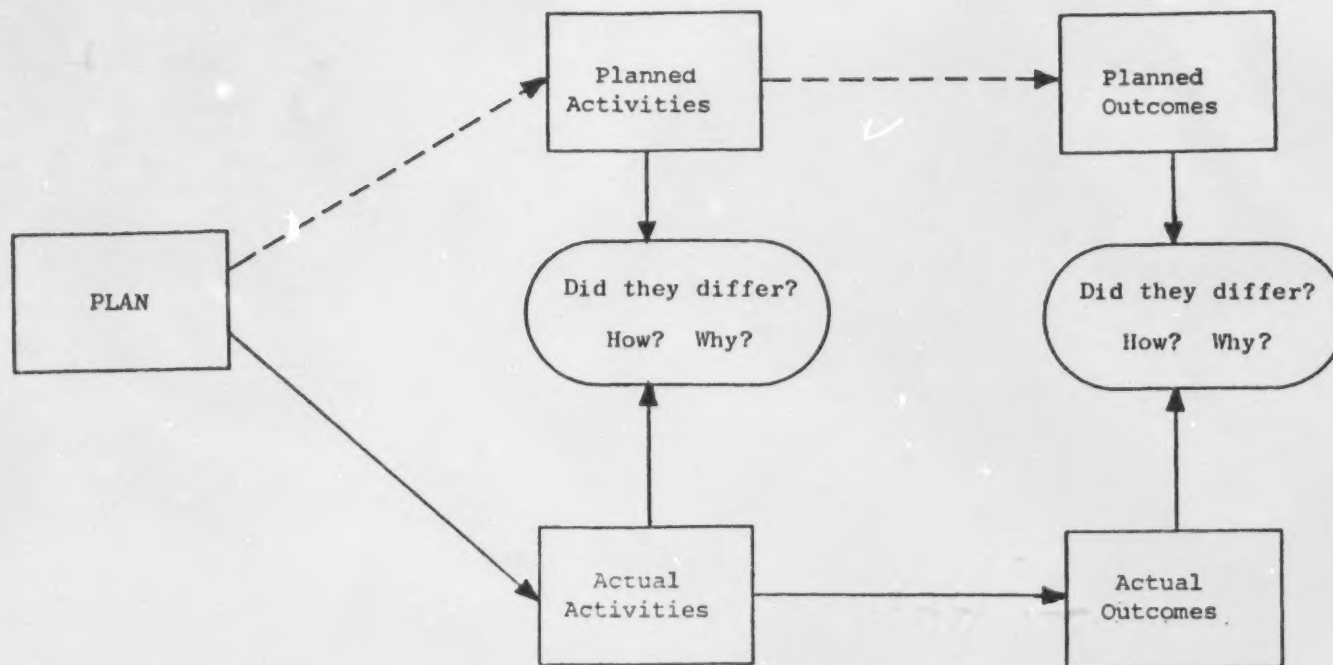
Event Code

- A. Appoint a local Community Council consultant.
- B. Define voting procedures relevant to Navajo Tribal elections.
- C. Make direct contact with Kaibeto and Leupp Boarding school principals providing an orientation to establish a Community Council.
- D. Make direct contact with the Chapter House officers from Districts 1 and 5 providing an orientation to encourage candidates for Community Council.
- E. Initiate a special school board of trustees meeting to present the requirements for the selection structure, and function of Community Council members.
- F. Provide presentation to LEA staff on history of Teacher Corps and requirements for the selection, structure and functions of Community Council members.
- G. Provide presentation to Chapter House(s) on history of Teacher Corps and requirements for the selection, structure and function of Community Council members and to encourage candidates for Community Council.
- H. Chapter House(s) approval of Community Council election and procedures of election.
- I. Conduct election (milestone event)

ILLUSTRATION 3



DOCUMENTATION AND EVALUATION IN THE CYCLE
OF PROGRAM PLANNING AS PROBLEM SOLVING



THE PRINCIPAL ELEMENTS OF DOCUMENTATION REPORTS



EXHIBIT 5

DINÉ TEACHER CORPS
DOCUMENTATION FORM

Page ____ of ____

Episode or Milestone event _____

Date Documentation Report Completed _____

Elements of a Documentation Report

The suggested documentation report should contain three distinct parts:

1. A comprehensive description of the episode (or event) -- in short, what happened. This description should draw on the perceptions of several persons who were involved in or were direct observers of the event(s).
2. An analysis and interpretation of the circumstances -- why it happened as it did. This part of the report challenges the documentor to interpret the event or episode in terms of external circumstances, interpersonal relationships, role conflicts, or whatever factors seem to have contributed to the way the event or episode unfolded. The documentor should be willing to speculate and draw inferences during this stage of the documentation. It is important, however, that the documentor also exercise care in distinguishing -- and identifying for other readers -- between reports of generally accepted facts and personal conjectures about cause-effect relationships.
3. An enumeration of implications from the episode and its consequences -- the lessons that may be drawn from the analysis of the event to help guide or inform future actions. The lessons enumerated in this part of the documentation report may be of two kinds: (a) those reported by others to the documentor and (b) those inferred by the documentor. The sources of such implications should be identified in the documentation report.

CHECKLIST OF ISSUES FOR DOCUMENTATION

Project Proposal Development

1. Interest group that initiated the proposal effort
 - IHE
 - LEA
2. Reason for submitting a proposal
3. Key actors at IHE, LEA, and in community
 - Decision to propose
 - Preparation of the proposal
 - Amount of time spent
4. Type of information from Teacher Corps/Washington
 - Clarity
 - Adequacy
 - Timelines
 - Suggestions for future
5. Whether or not formal needs assessment conducted and results
 - At IHE
 - At LEA
6. Change in scope or thrust during preparation phase
7. Selection of LEA
 - Who selected LEA
 - How LEA selected
 - Reason(s) for LEA selection
8. Selection of project schools
 - Who selected schools
 - How schools selected
 - Reason(s) for selection
9. Analysis of reasons for what happened
 - Problems encountered
 - Facilitating circumstances
10. Lessons learned

Community Council Election

1. Organizer
 - Individual or group
 - Assigned or emerged
 - Assisted by group
 - Participants, their titles and roles in project
 - How came to be formed
 - Formal or informal training
 - Change in leadership
 - Time spent organizing
 - Time spent by others

2. Local Community Council Consultant
 - Who is LCCC
 - Position and other responsibilities
 - How selected, when and by whom
 - Role in election
3. Preparation for election
 - Duration, with dates
 - Strategy employed
 - Formal timeline of events
 - Informal unfolding
 - Adequacy
 - Modeled on existing or pre-existing community councils
 - Meetings held
 - Number and location
 - Date and duration
 - Advertised and opened
 - Minutes recorded
 - How community notified
 - Type media
 - Bilingual or bicultural focus
 - Campaign slogans or speeches
 - Community boundaries
 - Project schools
 - Larger community
 - Selection of nominees
 - How selected
 - When selected
 - Role of temporary council
4. Election
 - When and duration
 - Number polling locations and where
 - Poll monitors
 - Who
 - How selected
 - Rules and procedures employed
 - Voter turnout
 - Problems encountered
 - Impact on election
 - How resolved
 - Results of election (elected officials)
 - Names and vocations
 - Present involvement in other councils/PAC
 - Past experience in PAC, community councils
 - Constituency they represent
5. Analysis of reasons for what happened
 - Problems encountered
 - Facilitating circumstances
6. Lessons learned

Orientation Activities

1. Purpose of orientation and when
2. Orientation planned and conducted by whom

3. Audience(s)
4. Type of orientation
5. Materials and techniques used
6. Location, time and duration
7. Informal or formal information network and flow
8. Results
9. Response to the orientation
10. Analysis of reasons for what happened
 - Problems encountered
 - Facilitating circumstances
11. Lessons learned

Needs Assessment Activities

1. Type of activity
2. Objective(s)
3. Person(s) responsible for planning and conducting
4. How information sought and collected
 - Use of outside sources
 - Usefulness of outside sources
5. How analyzed
6. Time spent in planning, conducting, analyzing, with dates
7. Materials and techniques used
8. Political results
9. Technical results
10. Analysis of reasons for what happened
 - Problems encountered
 - Facilitating circumstances
11. Lessons learned

Recruitment/Selection Activities

1. Type of position(s)
2. Reason for selection
3. Selection criteria
4. Person(s) responsible for recruitment and selection
 - At IHE
 - At LEA
5. Methods of recruitment
 - Federal Register (for interns)
 - Other standard sources
 - Own resources
6. Number of candidates inquiring about position
7. Selection process
 - Interviews by whom
 - Testing
 - References
 - Other
8. Candidate(s) selected
 - Years of teaching experience
 - Type of teaching experience
 - Other experiences
 - Academic background

9. Time spent on recruitment and selection, with dates
10. Amount of time new person will spend on the project and other commitments
11. Analysis of reasons for what happened
 - Problems encountered
 - Facilitating circumstances
12. Lessons learned

Training Activities

1. Type of training
 - Inservice
 - Pre-service
2. Goals and objectives
3. Planning for the activity
 - Persons responsible
 - Time spent, with dates
4. Persons to be trained
 - Teacher Corps members
 - Project staff
 - Community members
5. Trainers
 - Who
 - Roles and subject matter
 - Amount of time to the activity
6. Materials and techniques employed
7. Location
 - LEA
 - IHE
 - Other
8. Dates and duration of training
9. Release time and compensation for participants
10. Integration of pre- and inservice training
11. Results
12. Analysis of reasons for what happened
 - Problems encountered
 - Facilitating circumstances
13. Lessons learned

Policy Board and Community Council Activities

1. Membership
 - Reasons if membership extended
 - How additional members determined
 - When additional members determined
 - Background information
 - Length of membership
2. Operating procedures
 - When established
 - Officers
 - Formal or informal
 - Frequency of meetings and participants
 - Who receives minutes of meetings

- Open or closed meetings
- 3. Ad hoc meetings
 - Reasons
 - Participants
 - Results
- 4. Constituencies represented
- 5. Analysis of reasons for what happened
 - Problems encountered
 - Facilitating circumstances
- 6. Lessons learned

Review/Revision of Project Objectives

- 1. Which objectives
- 2. Person(s) responsible and other participants
 - At LEA
 - At IHE
 - In community
- 3. Contact with outside sources
- 4. Use of information and materials from outside sources
- 5. Time spent in review and revision, with dates
- 6. Amount of time individual participants spent on the activity
- 7. Final review process
- 8. Final product
- 9. Analysis of reasons for what happened
 - Problems encountered
 - Facilitating circumstances
- 10. Lessons learned

Technical Assistance

- 1. Type of assistance
- 2. Who provided assistance
 - Network(s)
 - SSOP
 - Consultants
 - Teacher Corps/Washington
 - RCTRC
 - SRI
 - Other
- 3. At whose request
- 4. Where
- 5. Participants
- 6. When/duration
- 7. Cost
- 8. Results
- 9. Analysis of reasons for what happened
 - Problems encountered
 - Facilitating circumstances
- 10. Lessons learned

Unanticipated Events or Circumstances

1. Nature of event or circumstance
2. Origin of event or circumstance
 - Mother Nature
 - Directive from Teacher Corps/Washington
 - Other
3. Place event or circumstance occurred
 - At LEA
 - At IHE
 - In community
 - Across the project
4. Impact of the event or circumstance
 - On the project
 - On planned events
 - On project participants
5. Procedures and techniques employed to deal with the impact
 - Time spent
 - People employed
 - Cost
6. Results
7. Analysis of reasons for what happened
 - Problems encountered
 - Facilitating circumstances
8. Lessons learned

Project Characteristics and Conditions

LEA

1. Number of years of prior Teacher Corps experience
 - Which schools
 - What years (cycles)
2. Special projects (federal, state or local)
3. History in terms of integration, if applicable
4. Unionization
 - Percentage of teachers
 - AFT or NEA
 - Strike activities and dates
5. Other student training activities (other than student teaching)
 - in collaboration with
 - Same IHE
 - Other IHE's

Project Schools

1. Size (students and faculty)
2. Age of schools
3. Ethnic mix (students and faculty)
4. Number of years of prior Teacher Corps experience
 - What years (cycle)
 - Involvement of current school personnel
5. Special projects (federal, state, local)

School of Education (or Other School(s) Involved)

1. Size
 - Students and faculty
 - Graduate and/or undergraduate programs
2. Primary emphasis
 - Teacher training
 - Research
3. Previous experience in working with the LEA involved in the project
4. Previous type of experience in working with other LEA's
5. Administrative and faculty members involved in the Teacher Corps project
 - Roles
 - Time commitments on Teacher Corps
 - Other responsibilities and time commitments besides Teacher Corps
 - Who has tenure
6. Faculty background information (on three of the most experienced teachers)
 - Name
 - Years of teaching experience
 - Within present school
 - In total
 - Type of teaching experience (e.g., subject matter or area of specialization)
 - Anticipated time on the Teacher Corps project and roles

IHE

1. Date founded
2. When accredited
3. Prior Teacher Corps experience
 - With current LEA
 - With other LEA's
4. School(s) or Department(s) involved in the current Teacher Corps project

4/12



RAYMOND JOHNSON

Part VI - Chain of Command; Ladder of Communication:
Levels, Roles, and Linkages

National

- * Department of Health, Education and Welfare
- * Division of Education
Assistant Secretary
- * Office of Education
- * Office of the Commissioner
- * Office of Evaluation and Dissemination
- * Teacher Corps Director
W. L. Smith
- * Management Branch
R. E. Ardick
- * Operations Branch
P. M. Royster
- * Development Branch
J. P. Steffensen
- * Regional Networks
12
- * Teacher Corps Projects
81 in Program '78
40 in Program '79
- * Contractors
 - "Evaluation"
Stanford Research International
Richard Marciano, Director
 - "Dissemination"
Far West Laboratory
James Eckenrod, Director
 - "Cost Benefit"

University of Wisconsin - Madison
M. Vere DeVault, Director

- "National Council of States on Inservice Education"
Syracuse University
James F. Collins, Director
- "Staff Development"
West Virginia Department of Education
Phil Suiter, Director
- Various Consultants for Network
Haroldie Spriggs, Monitor
- "Site Specific Technical Assistance Center"
Florida State University
Jack Gant, Director
- "Exceptional Child Component"
University of Miami
Philip Mann, Director
- "Research Cluster"
University of Oklahoma
Lee Morris, Director
- "Youth Advocacy Loop"
University of Vermont
Vivienne Williams, Director
- "Southern Consortium"
Prairie View A & M
William Parker, Director
- "Adult Learning"
American University
Winifred Warnat, Director
- "Developmental Training Activities"
University of Nebraska - Omaha
Floyd T. Waterman, Director
- "Teacher Corps Associates Program"
University of Wisconsin - Madison
Carl Grant, Director
- Recruitment and Community Technical Resource Centers
University of Southern California
Chet Hill, Director

See Chart I

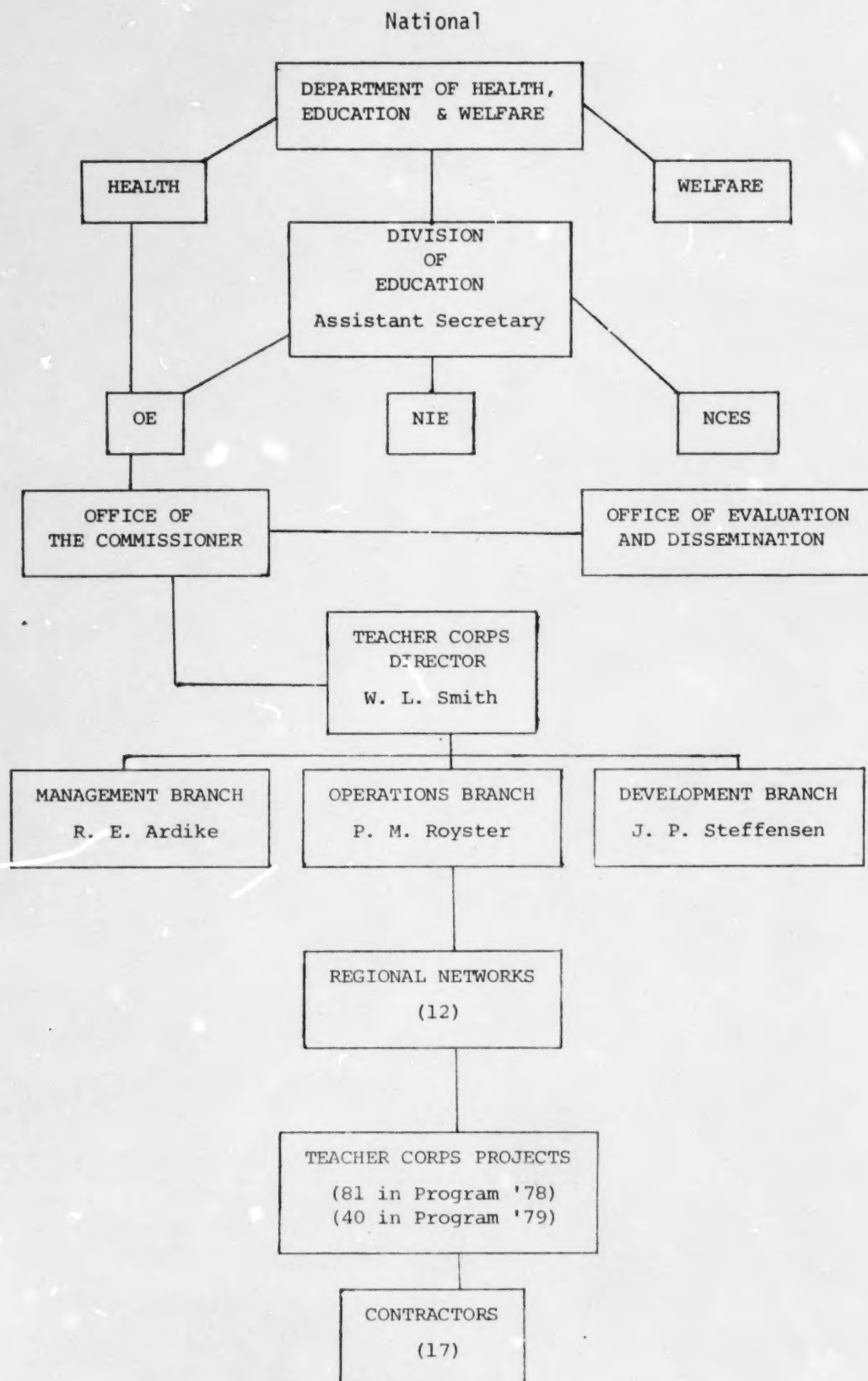


CHART I

Local

(See Chart II)

- * The Arizona Board of Regents
 - Bruce Babbitt, Governor of Arizona - Ex Officio Member
 - Carolyn Warner, Superintendent of Public Instruction - Ex Officio Member
 - Eight (8) Appointed Members
- * Northern Arizona University
 - J. Lawrence Walkup, President
- * Vice Presidents
 - Virgil W. Gillenwater, Executive Vice President
 - E. Harlin Staires, Vice President of Administration - Services
 - Eugene M. Hughes, Vice President - University Programming
 - Robert C. Dickeson, Vice President - Student and University Relations
 - LaVerne R. Pitcher, Vice President - Financial Affairs
- * Dean, Graduate College
 - Richard S. Beal
- * Dean, College of Education
 - Howard S. Roberts
- * Research and Development Center
 - Sam W. Bliss, Director
- * Diné Teacher Corps
 - Roger Wilson, Director
 - Dennis Salas, Documentor/Evaluator
 - Mary Ann Smith, Inservice Coordinator
 - Martha Shideler, Program Developer
- * Navajo Tribal Council
- * Chairman
 - Peter McDonald
- * Chapter Communities (Districts 1 & 5)
 - Coppermine
 - Kaibeto

- Le Chee
- Red Lake
- Bird Springs
- Leupp
- Tolani Lake

* Community Council
(An elected member from the following Chapter Houses)

- Coppermine
- Kaibeto
- Le Chee
- Red Lake
- Bird Springs
- Leupp
- Tolani Lake

* Bureau of Indian Affairs, Navajo Area, Division of Education

- Donald Dodge, Area Director
- Rebecca D. Martgan, Asst. Area Director - Education

* Western Navajo Agency

- Irving Billy, Acting Agency Superintendent
- J. D. Sykes, School Superintendent

(See Chart III)

* Leupp Boarding School

- Jack Jewell, Principal
- Staff: 121 professional and paraprofessional employees

(See Chart IV)

* Kaibeto Boarding School

- Felipe Tagaban, Principal
- Staff: 127 professional and paraprofessional employees

(See Chart V)

* Policy Board

- Sam W. Bliss, Director - Reserach and Development Center,
Northern Arizona University
- Felipe Tagaban, Principal - Kaibeto Boarding School

- Alex Riggs, Sr., School Board Representative - Leupp Boarding School
- Roger Wilson, Project Director - Northern Arizona University
- Chuck Davis, School Psychologist/Teacher Representative - Kaibeto Boarding School
- Oswald Jerralds, Teacher Representative - Kaibeto Boarding School
- Teacher Representative - Leupp Boarding School
- Emmett Lefthand, School Board Representative and Community Council Representative - Kaibeto Boarding School/Community
- Jack Jewell, Principal - Leupp Boarding School
- J. D. Sykes, Superintendent of School (BIA) Western Navajo Agency
- Howard T. Roberts, Dean - College of Education, Northern Arizona University
- Don Johnson, Arizona State Department of Education Representative
- Dennis Salas, Documentor/Evaluator, Dine Teacher Corps - Northern Arizona University

* External Evaluation

- Frank Vicino and Associates

DINE TEACHER CORPS

Navajo Tribal Council

Chairman - P. McDonald

CHAPTER
COMMUNITIES
Dist. #1 & #5

BIA
Navajo Area
Director
D. Dodge

Asst. Area Director
Education
R. D. Martgan

COMMUNITY
COUNCIL

Agency Superintendent
I. Billy, Act'g.

School Superintendent
J. D. Sykes

Leupp Boarding
School
Principal

Kaibeto Boarding
School
Principal

Supervisor(s)

Teachers

Team Leader

Interns

Supervisor(s)

Teachers

Team Leader

Interns

P
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C
Y

B
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A
R
D

State of Arizona
Board of Regents

NAU President

Vice Presidents

Dean
Graduate College

Dean
College of Education

Research &
Development Center

Dine Teacher Corps
Project Director

Dine Teacher Corps
Staff

EXTERNAL EVALUATION

CHART II

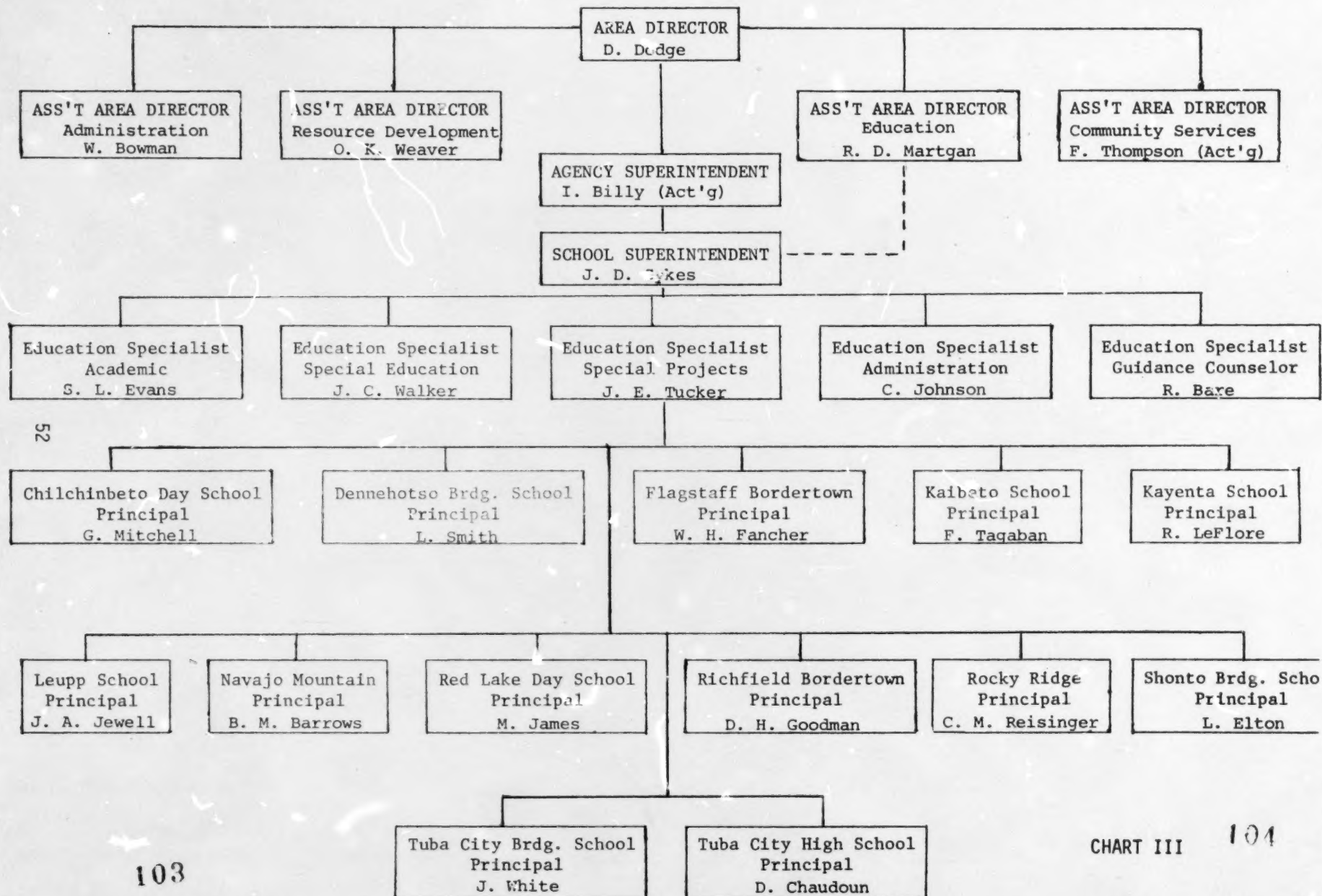
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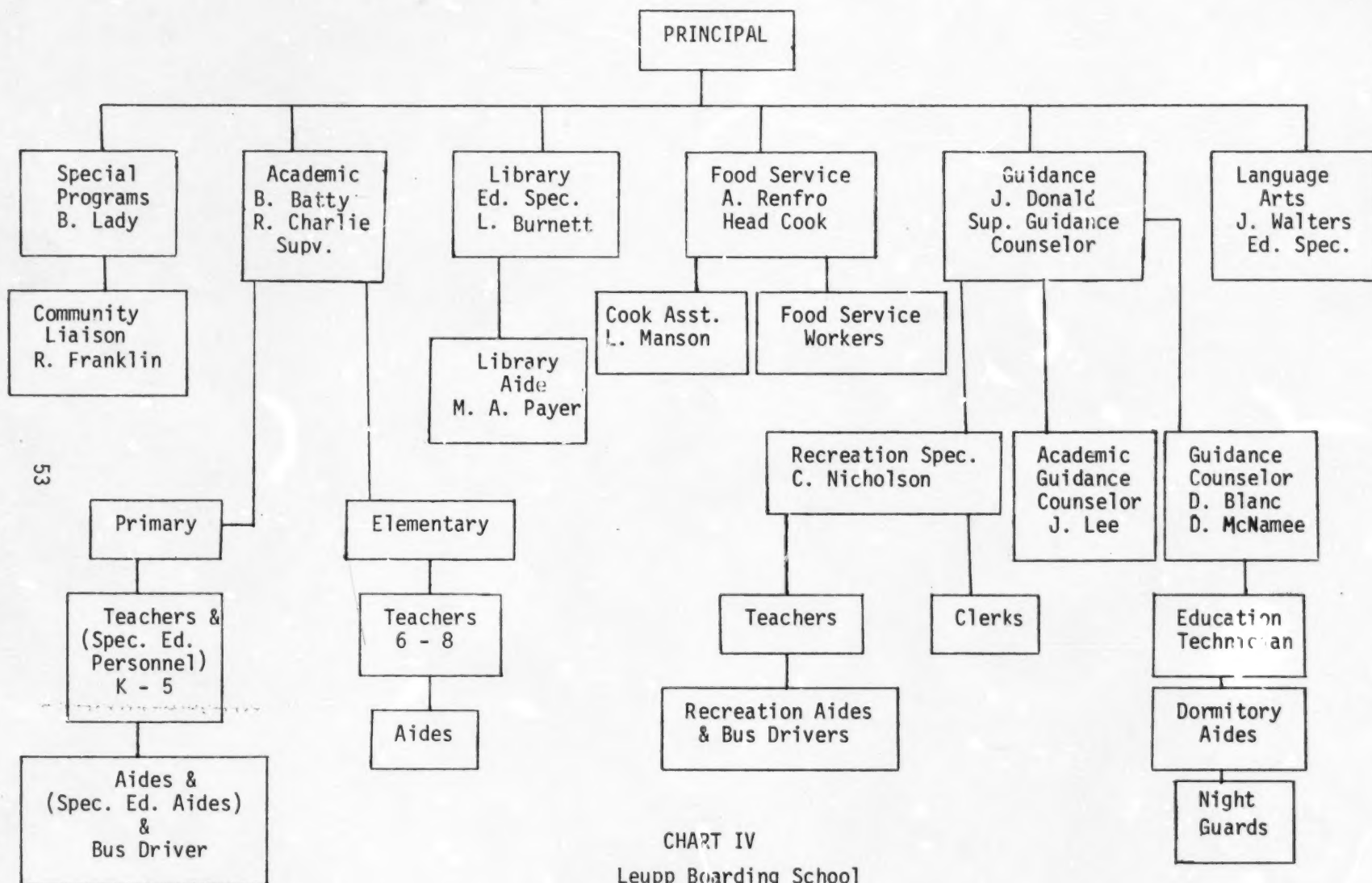
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Bureau of Indian Affairs, Navajo Area, Division of Education

Western Navajo Agency





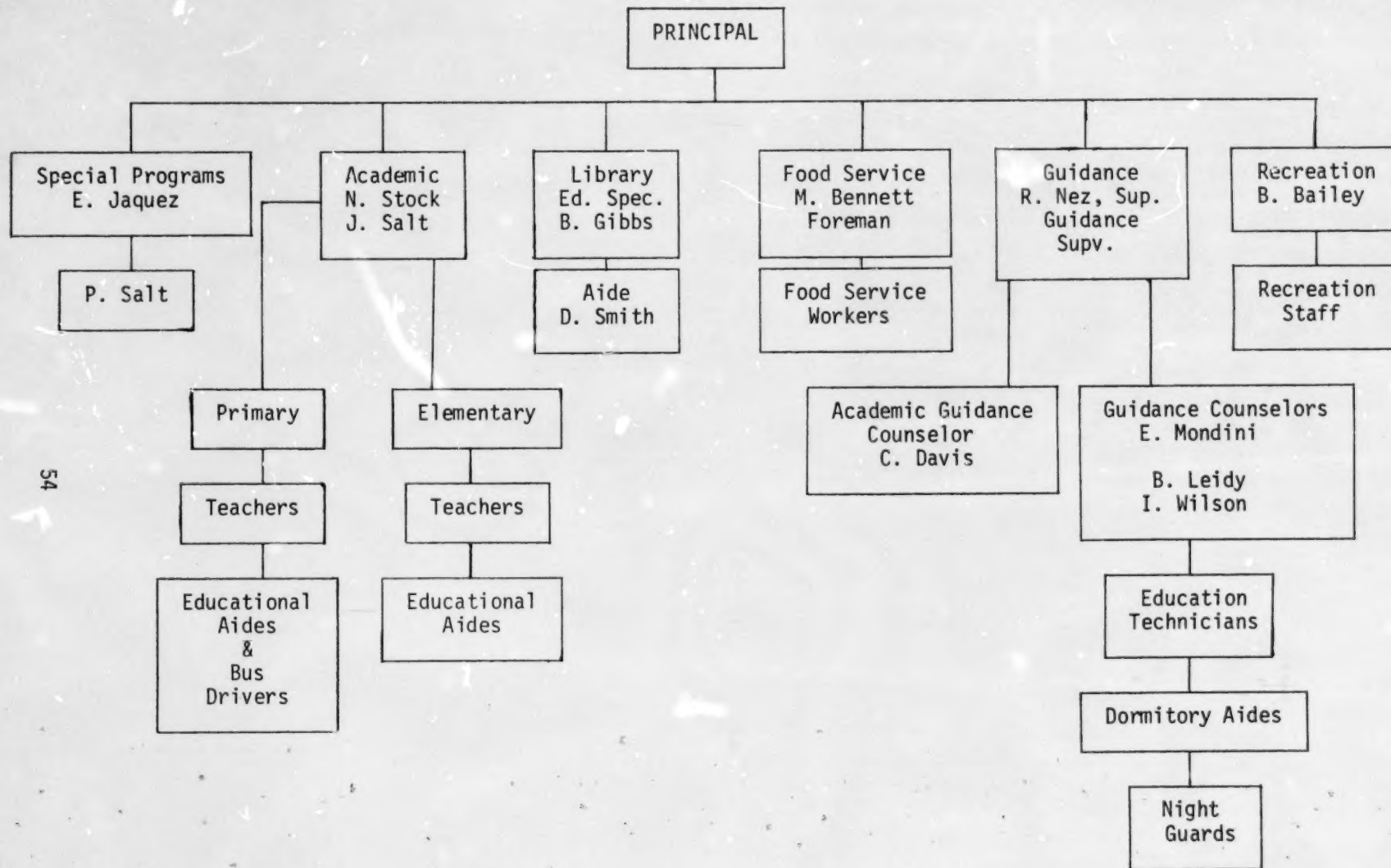


CHART V
Kaibeto Boarding School

BOARD OF DIRECTORS
FAR WEST TEACHER CORPS NETWORK

Alan R. Brown
Arizona State University
Tempe, Arizona

John E. Mook
Idaho State University
Pocatello, Idaho

Doris Ching
University of Hawaii
Honolulu, Hawaii

Wanda Moore
American Samoa Community College
Pago Pago, American Samoa

Ralph A. Farrow
Portland Public Schools/
Portland State University
Portland, Oregon

D. M. Murphy
Alaska Department of Education
Anchorage, Alaska

Lourdes Leon Guerrero
Department of Education
Guam

Thomas Ruff
Washington State University
Pullman, Washington

Herbert Hite
Western Washington
University
Bellingham, Washington

Roger Wilson
Northern Arizona University
Flagstaff, Arizona

William Kutz
Eugene School District
Eugene, Oregon

Paul (Randy) Walker
Executive Secretary
Far West Teacher Corps Network
Western Washington University

Haroldie K. Spriggs
Network Program Specialist
Teacher Corps
United States Office of Education

William L. Smith
Director, Teacher Corps
United States Office of Education

Far West Teacher Corps Network

The Far West Teacher Corps Network is responsible for facilitating the management of funded Teacher Corps projects at colleges and universities in Alaska, Washington, Oregon, Idaho, Nevada, Arizona, Hawaii, Guam, the Trust Territories and American Samoa.